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ABSTRACT

The purpose of this study was to determine the value of the Grotelueschen evaluation model in terms of six criteria: usability, comprehensiveness, cost-effectiveness, flexibility, validity, and objectivity. This evaluation process was chosen from six models that were reviewed to determine the effectiveness of an adult education program on career renewal offered by the state of Minnesota. The evaluation design was based on the eight questions posed by the Grotelueschen model: purposes, audiences, issues, resources, evidence, data gathering, analysis, and reporting. Inclusion of a question on criteria and standards, lacking in the model, was found necessary. A fifteen-item questionnaire was developed and administered to 41 participants in three separate training programs. Questions dealt with career decision-making, responsibility, satisfaction, and confidence. Findings indicated that the majority of participants felt increased levels of decision making, responsibility, and confidence in their career after program participation. Assessment of the total evaluation--its goals, design, implementation, and results--revealed that the Grotelueschen model was usable, flexible, cost-effective, valid, and objective. (Appendixes, amounting to approximately one-fifth of the document, include five of the six evaluation models reviewed and the questionnaire.) (YLB)

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AN EVALUATION OF
GROTELUESCHEN'S MODEL FOR EVALUATING
AN ADULT EDUCATION PROGRAM

A PLAN B PAPER
SUBMITTED TO THE FACULTY OF THE GRADUATE SCHOOL
OF THE UNIVERSITY OF MINNESOTA

by
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IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF
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U.S. DEPARTMENT OF HEALTH,
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ABSTRACT

This paper describes an evaluation process that was used to determine the effectiveness of an adult education program on career planning. The purpose of the study was to determine the value of a particular evaluation model in terms of six criteria: usability, comprehensiveness, cost-effectiveness, flexibility, validity and objectivity.

Six evaluation models were reviewed, and the Grotelueschen model was selected for testing in this evaluation. The Grotelueschen model poses eight questions that need to be addressed to conduct an educational evaluation: purposes, audiences, issues, resources, evidence, data-gathering, analysis and reporting. The answers to the eight questions resulted in an evaluation designed to assess the value of a career renewal program offered by the State of Minnesota. A fifteen item questionnaire was developed and administered to forty-one participants in three separate training programs. The questions dealt with career decision-making, responsibility, satisfaction and confidence.

The findings indicated that the majority of participants felt increased levels of decision-making, responsibility and confidence in their careers after program participation. These findings were reported to the training administrators. After discussion between the administrator and the evaluator, a

judgment was made that the program was achieving its purpose and was worthwhile.

An assessment of the total evaluation -- its goals, design, implementation and results -- found that the Grotelueschen model was usable, flexible, cost-effective, valid and objective. The model failed to examine the question of standards and criteria or What criteria and standards will be used to determine the value of the educational endeavor? Inclusion of a question on criteria and standards would add to the comprehensiveness of the Grotelueschen model.

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CHAPTER I

INTRODUCTION

"Evaluation is more an art than a science"

(Grotelueschen et. al., 1974; p.3)

Purpose

The purpose of this paper was to describe a study of the value of a particular evaluation process in an adult education setting. A State of Minnesota training program on career changes was selected to be evaluated. The evaluation process involved developing an evaluation plan, implementing the evaluation and judging if the evaluation served its intended purpose.

Problem

The State of Minnesota's Department of Personnel administers state-wide training programs for state employees on an annual budget of \$400,000.00. In the past, the State Training Division has had no systematic process of evaluation for measuring increased employee knowledge, performance or satisfaction. Increasingly, data on program effectiveness are needed not only to account for its existence and continuation but, also, to improve its operation.

In early 1978, the Training Division contracted for the development of a career planning program aimed at increasing mobility and job satisfaction of state employees (both men and women). Six hundred employees were scheduled to participate in the program in its first year. The program would be fourteen hours in length, offered four times a month and open to twenty-five participants each time.

The program had a direct cost of \$350.00 per run and an annual budget of \$16,800.00. The direct costs did not include development, instruction nor administration. Because of the program scope and cost, the Training Division decided a systematic evaluation was needed.

Background Literature Related to the Problem

To gain insights into prevalent methodology, past evaluations of career planning programs were examined. The investigator found limited research on evaluations of career planning programs.

J. M. Tichenor in 1977 evaluated the effectiveness of a "Life Work Planning", thirty-hour career program with the objective of increased career adjustments that resulted in greater fulfillment in life. The study hypothesized that an increased level of self-knowledge would occur, and that such an occurrence would indicate effectiveness of the career planning program. Tichenor administered the Shostrom's Personal

Inventory (POI) to 136 adults--76 in the experimental group and 60 in the control group. The POI measured inner direction, time competence, existentiality, self-regard and self-acceptance. The experimental group scored higher on all five scales allowing Tichenor to conclude that the "Life Work Planning" program was followed by significant gains in inner direction and self-regard. The evaluator concluded that the program achieved the goal of increased self-knowledge (Tichenor, 1977; pp. 54-59).

R. J. Babcock and M. H. Kaufman studied the effectiveness of a college career course as compared to walk-in counseling and no career counseling. Again, increased self-knowledge was a variable measured to evaluate the career course. Each of the above three groups was administered a self-report questionnaire adapted from Super's Career Development Inventory. The questionnaire contained items on self-knowledge, knowledge of careers and planning orientation. The researchers hypothesized that the class treatment group would demonstrate increased levels of self-knowledge. The findings showed greater gains in self-knowledge by the class treatment group, but with no statistical differences between the class treatment group and the walk-in counseling group (Babcock and Kaufman, 1976; pp. 261-66).

Another study conducted by John Evans and Alice Rector evaluated a college career course, "Decision Making for Career Development", by measuring vocational development of the students. Seventy-nine students participated in the course

and were administered the Harren Vocational Decision Checklist (VDC) to measure stage of career development. The authors hypothesized that the career course would reflect a positive contribution to vocational development. As hypothesized, all mean scores on the VDC reflected such a contribution. The authors concluded that the college course was a contributing factor in vocational development of the students (Evans and Rector, 1978; pp. 163-68).

Other less significant studies were also reviewed. Perrone and Kyle administered a shortened version of the Readiness for Career Planning (RCP) to selected students of Grades 7 through 9 to gather evidence on the worth of a career education program. The data gathered proved the program worthy of the time and money spent (Perrone and Kyle, 1975; pp. 317-23). Graff and MacLean evaluated student vocational counseling by the use of a questionnaire adapted from O'Hara, 1968 (Graff and MacLean, 1970; pp. 568-74).

Additional research efforts, also, resulted in discussions with Rene V. Dawis of the University of Minnesota's Work Adjustment Project regarding the Minnesota Satisfaction Questionnaire and the Minnesota Importance Questionnaire. Dr. Dawis suggested the use of the short-form Minnesota Satisfaction Questionnaire to measure the job satisfaction of career planning participants before and after the program.

These studies and discussions did not provide the insights or directions that were needed for evaluating the career re-

newal program. The core of the problem was lack of adequate evaluation methodology and lack of appropriate and acceptable criteria. The lack of adequate evaluation methodology led to a search for an evaluation instrument long before what was to be evaluated was determined. A more appropriate approach would be to locate a strategy that would aid the Training Division in evaluating the career renewal program. A review of available evaluation models applicable to adult education needed to be conducted in order to select an appropriate model for use in this evaluation.

Definition of Terms

For purpose of this paper, the term evaluation will mean a particular process of judging value or worth involving a number of specific steps or operations (Grotelueschen et. al., 1974; p.19)(Steele and Brack,1973; p. 4), (Stufflebeam et. al., 1971; p. xxv). Evaluation of an evaluation will mean not only assessing the attainment of objectives, but also assessing the design, implementation and results (Stufflebeam et. al., 1971; pp. 26-34). It is a judgment of the merit of the total evaluation effort, i.e., did the evaluation serve the purpose intended. The concept of evaluation of evaluation is labeled by Leon Lessinger as "educational program auditing" and "Meta-evaluation" by Daniel Stufflebeam (Johnson, 1977; p. 25). The term evaluation model will be used to refer to a particular

author's viewpoint on what constitutes an appropriate evaluation process.

Objectives

The broad objective of the study was to determine the value of a particular evaluation model using the criteria of usability, comprehensiveness, cost-effectiveness, flexibility, validity, and objectivity. The specific objectives were to:

1. develop a plan or strategy in evaluating the State of Minnesota's career renewal program;
2. implement a career renewal program evaluation to include data-gathering, analysis and findings; and
3. judge the effectiveness of the model based on the results of the career renewal evaluation.

Order of the Study

Research on the evaluation of other career planning programs demonstrated the need for a systematic process of evaluation and suggested the grave implications of proceeding without adequate methodology or knowledge of the acceptable criteria. Research on several evaluation models reinforced that need and led to the selection of the Grotelueschen model. The model posed eight steps needing to be addressed: purposes, audiences, issues, resources, evidence, data-gathering, analysis and reporting. All eight issues were addressed resulting in the development of an evaluation instrument that was pre-tested and, subsequently,

administered to forty-one participants in three programs in late December, 1978. The findings were analyzed and interpreted and provided evidence of program worth. Based on the results of the evaluation, the Grotelueschen model was evaluated and recommendations were made.

Significance

The education and experience gained from this study will benefit the State's Department of Personnel Training Division by providing them with:

1. data on the effectiveness of one of their training programs;
2. an evaluation strategy or model usable with a variety of training programs; and
3. personnel familiar with evaluation methodology.

With the upsurge of evaluation at all levels of education, in particular in the developing field of adult education, it is hoped that this study will provide greater understanding of not only the Grotelueschen evaluation model but, also, of the concept of evaluation of evaluation.

Limitations of the Study

The scope of this paper did not allow for a complete research of the literature regarding evaluation process or evaluation of evaluation. The choice of the Grotelueschen model was based on the review of only six models.

The reliability of the instrument was not determined, since time did not permit testing for constancy of the instrument over time.

Evaluation design, in general, lacks the rigor and control to produce results that could be considered conclusive proof that the program was the cause of any change. This study may be most useful in demonstrating the effectiveness of the Grotelueschen model and indicating the area where an additional issue would enhance the model's comprehensiveness. It is also hoped that this study will be useful to those involved in conducting evaluation of evaluation by outlining criteria of good evaluation.

Organization of the Paper

The remainder of this paper is divided into five chapters and an appendix. Chapter II surveys selected evaluation models and discusses why the Grotelueschen model was selected for the evaluation. The development and implementation of the evaluation using Grotelueschen's eight questions is reviewed in Chapter III. Chapter IV presents and analyzes the data gathered from the evaluation instrument and reports on the reactions to the findings. An evaluation of the career renewal program evaluation is given in Chapter V with the summary, conclusions and recommendations stated in Chapter VI. A selected bibliography and appendices comprise the last section of the paper.

CHAPTER II

SURVEY OF SELECTED EVALUATION MODELS

The following chapter contains a review and discussion of six different evaluation models. The models are analyzed for usability, comprehensiveness, cost-effectiveness and flexibility. The six models are proposed by Ralph W. Tyler, Arden D. Grote-lueschen and others, Edward A. Suchman, Sara M. Steele and Robert E. Brack Robert E. Stake, and Daniel L. Stufflebeam and other members of the Phi Delta Kappa National Study Committee on Evaluation.

Definition of Evaluation

An evaluator's definition of the concept of evaluation provides valuable insight to the scope of the evaluation model he/she proposes.

Ralph W. Tyler defines evaluation as a process of determining if educational objectives are met (Tyler, 1949; p. 105). Evaluation, as seen by Suchman, is a research problem with measurement of goal/objective attainment as the main focus of the problem (Suchman, 1967; p. 37). Steele and Brack outline a process of evaluating objective attainment with the problems that resulted from such an evaluation (Steele and Brack, 1973).

The evaluation of the extent to which objectives are met is not comprehensive enough for some evaluators. To them,

evaluation should include not only assessment of performance of specified objectives, but also the importance of the goals, the appropriateness of the design, the quality and usefulness of the results and the worth and value of other elements of a program. Michael Scriven states that an assessment of goal achievement is not enough, particularly if the goals are not worth achieving. An evaluation must not only measure performance against goals, but the appropriateness of the goal as well (Scriven, 1972; p. 127).

Stufflebeam defines evaluation as a process of delineating, obtaining and applying information for making decisions. The information gathered is both descriptive and judgmental relative to the worth of the evaluation, and it is this information that is used to guide decisions and concerns of the evaluators and educators (Stufflebeam et al., 1971; p. 40).

The general goal of evaluation according to Grotelueschen and Stake is to ascertain the worth or value of something (Grotelueschen et al., 1974; p. 19) (Stake, 1972; pp. 35-36). Evaluation is most effective when it is a planned and monitored system aimed at self-examination and continued growth and improvement (Grotelueschen et al., 1974; p. 1).

In summary, evaluation can be defined specifically as a process for measuring the outcomes of pre-determined objectives or more comprehensively as an assessment of the total program -- its objectives, design and results. Evaluation is considered an important step in the program development process by helping to clarify issues, to redefine objectives, to improve program

content, to aid student learning and to determine the worth or value of the results of the program.

Presentation of Models

Grotelueschen

According to Arden D. Grotelueschen and others, the biggest problem in conducting an evaluation is planning. Evaluators often obtain answers to questions that no one is asking. To alleviate this problem Groteleuschen identified eight issues or questions that need to be addressed in any evaluation, no matter what the level of program activity, i.e., classroom, local, state or federal. The eight issues cannot be addressed in a simple sequence but "iteratively", moving back and forth until a design is secured and the methodology is chosen. Modification of an evaluation design is an important criterion in selecting an evaluation model so that the evaluation can respond to changed conditions (Grotelueschen et al., 1974; pp. 3-4).

The eight issues and related questions which comprise Grotelueschen's approach are listed in Appendix A. The first question to address is purpose or Why should the evaluation be conducted? Program evaluation may serve any of four general purposes: program planning, policy making, program improvement and/or accountability. The evaluation process must be guided by the group that desires it rather than by the evaluator; it is this group that determines the evaluation purpose (Grotelueschen et al., 1974; p. 19).

Grotelueschen's second issue concerns itself with the audience or Who is the evaluation for? The evaluator should consider all potential audiences concerned with the evaluation. The main audience determines the issues of concern and interest. The evaluator collects information on evaluation claims, expectations, criteria and reporting requirements for each potential audience (Grotelueschen et al., 1974; p. 29). The purpose of the evaluation and the concerns of the audience determine the issues which are addressed by the evaluation.

Issues or What questions need answering in the evaluation? is the third evaluation step. Priorities need to be assigned to issues with periodic reconsideration to evaluate their importance (Grotelueschen et al., 1974; p. 39).

The scope of the evaluation is often determined by the resources available. Consideration of available resources for the evaluation is the necessary fourth phase. Assessment of resources involves estimation of costs in terms of dollar outlay, time expenditures and expertise needed. Hidden costs of lost time for the program, invasion of privacy, personnel pressure and creation of negative attitudes should also be considered. Significance of the issues and the anticipated impact of the evaluation will determine what is a reasonable outlay of resources (Grotelueschen et al., 1974; p. 49).

Once the decisions have been made regarding which issues will be studied, the fifth issue becomes the search for and

collection of evidence. Evidence may be descriptive or judgmental. The quality of the evidence is determined by relevance to issues, balance and scope, validity and reliability. The questions of "What evidence/information should be collected?" and "Who should provide the evidence?" is a vital next step (Grotelueschen et al., 1974; p. 59).

Once the evidence is determined, the sixth question of data-gathering or How and when will evidence be collected? needs answering. Consideration must be given to data-gathering strategies, methods and techniques (Grotelueschen et al., 1974; p. 69).

Gathered evidence next needs analysis -- the seventh issue -- to discover What does it say about the program? An analysis, to be relevant, must be done on adequate and appropriate data related to audience concerns. The technique chosen to analyze the data will depend on the program issues, the type of evidence and the availability of resources (Grotelueschen et al., 1974; p. 79).

The eighth Grotelueschen step focuses on reporting or How will the evaluation findings be reported? Findings must be reported keeping in mind the audiences' standards, criteria and communication style. Various types and methods of reporting exist, and the best criterion for selecting a procedure is simply that approach that will best communicate the findings to a particular audience (Grotelueschen et al., 1974; p. 89).

The Grotelueschen model is easily understandable, but, yet, takes into account the complexities of the adult education program. It allows for different purposes, resources and capabilities. The process appears usable, recognizing the uniqueness of different adult education situations.

The interrelationship of the issues or steps allows for flexibility that can respond to a real state of affairs. This flexibility can facilitate program improvement or change in the areas of goal redefinition, subject matter reassessment or instructional revision. Consideration of issues, such as potential audiences, available resources, and evaluation purposes insures an evaluation that will answer questions that need answering by those who are in the best position to use the results of the evaluation.

The one criterion which the Grotelueschen model does not seem to completely fulfill is comprehensiveness. The fact that the Grotelueschen model does not address the issue of standards and criteria subtracts from its comprehensiveness. Further discussion of this follows at the end of this chapter.

Steele and Brack

Sara M. Steele and Robert E. Brack's evaluation strategy, known as the attainment of objectives model, is simple and straightforward. The evaluation model consists of seven activities -- understanding, specifying, describing, comparing, judging, valuing and influencing. Each activity has a group of

interrelated tasks that interact to build an evaluation system. Their seven activities correspond closely to Grotelueschen's eight steps. Appendix B has a listing of the seven activities with the specific tasks of each.

The activity understanding involves establishing the purpose, identifying the audience and understanding the program objectives. Steele and Brack believe that, except in cases of "proof for funding", evaluations which involve audiences in the decision-making are best. Examples of audiences that Steele and Brack would involve in planning an evaluation include participants, program personnel and legislators.

Specifying consists of specifying issues and outcomes and defining the standards by which the outcomes will be judged. This activity is similar to Grotelueschen's question of issues, but it is more comprehensive in that it contains the task of determining standards.

Deciding on the necessary evidence and the appropriate data-gathering techniques are the tasks involved in the describing activity. According to Steele and Brack evaluation has been plagued with the notion that experimental design and other research techniques are the only acceptable methods of gathering data, when in fact such conclusive proof is usually unnecessary, inappropriate and impossible. Steele believes that limited resources do not mean limited quality of the data. "As an example, for some uses testimonial-type evidence may be fully as valuable

or more valuable than rigorous test data, but care should be taken that it comes from a large enough and a representative enough sample to give a picture for the whole group"(Steele and Brack, 1973; p. 14).

Steele and Brack's next two activities, comparing and judging, involve analysis of the data to determine positive or negative results and comparison of these results with objectives and standards. Three kinds of comparisons are needed:

1. comparison of results against objectives;
2. comparison of results with program purpose or need; and
3. comparison of results with other program results.

Valuing is the assignment of worth to what was accomplished. Did the program met its objectives? Was the endeavor worth the cost in time, energy and money? Valuing as defined by Steele and Brack builds on the comparison of results with program purpose found under comparing.

The final activity, influencing, involves making appropriate recommendations and taking the necessary actions to implement the recommendations. Expenditure of time, energy and money simply to prove a point is a senseless use of resources in Steele and Brack's view of evaluation. The results of an evaluation should be used to make needed program decisions.

Steele outlines several problems in using the attainment of objectives evaluation model. The problems revolve around the process of setting objectives. Difficulty in determining appropriate objectives, failure to deal with objective setting as a decision-making process, and the assumption that the attainment of objectives constitutes a successful education program will decrease the effectiveness of any evaluation based on this model (Steele and Brack, 1973; pp. 37-45).

Steele and Brack's model appears comprehensive, covering the important issues that need addressing. As mentioned earlier, valuing as defined by Steel and Brack, appears to be an extension or further clarification of comparing, and the model would not lose its comprehensiveness if the activity were eliminated. The model, also, appears cost-effective with the recognition that quality data can be obtained in spite of limited resources. Usability and flexibility are hampered primarily by the definition of evaluation as the attainment of objectives. Steele and Brack's choice of categories may be somewhat abstract, not as concrete and specific as those used by Grotelueschen.

Tyler

The evaluation process outlined by Ralph W. Tyler is a summative evaluation (as defined by Michael Scriven, 1972) appraising the changes in the behavioral patterns -- knowledge, skills and attitudes -- of the learners. It is a process of determining the extent to which a curriculum is meeting the education objectives.

Evaluation consists of two important aspects:

1. it appraises the behavior of students; and
2. it consists of more than a single appraisal.

The evaluation process involves three steps:

1. the specification of objectives to determine the kinds of behavior to appraise and content areas to be sampled;
2. the identification of situations where behavior will be expressed; and
3. determination of evaluation instruments that will gather reliable, valid and objective data (Tyler, 1949; pp. 104-24).

Tyler's model evaluates learning as the goal of educational activities. However, is learning always the goal? Steele points out that at times the goal is not learning but motivation or reinforcement so that the student can make better use of his/her previously held knowledge (Steele and Brack, 1973; p. 17). For example, success in a career renewal program may not be in gaining new information on how to make career changes but rather in getting action based on previously held knowledge. Increases in motivation and receipt of reinforcement may be the outcomes that determine program success, and, if so, this would limit the usefulness of the Tyler model. Except in cases of summative evaluations where behavioral changes are desired, the model would not meet three necessary criteria -- usability, flexibility or comprehensiveness.

Stake

Robert E. Stake's model (found in Appendix C) is a conceptualization of evaluation that takes into account the different purposes and procedures of varying educational situations. The model is built around two basic acts of evaluation, description and judgment. Whether the immediate purpose is judgment or description, data need to be gathered from three situations: antecedent or prior conditions, transactions or the processes of education, and outcomes or results and consequences (Stake, 1972; pp. 36-37).

To Stake, an evaluation is more than determining progress toward objectives; it is also a description of what is intended in conditions, behavior and subject matter, of what transactions occur, and of what outcomes are observed. Descriptive data are processed in two ways:

1. congruency to test if what was intended in antecedents, transactions and outcomes occurred; and
2. logical contingency to examine if the outcomes achieved are logical consequences of particular antecedent conditions and instructional transactions
(Stake, 1972; p. 49).

The evaluation act of judgment includes deciding what set of standards to follow, either absolute or relative, and deciding whether or not each standard has been met. An evaluation of this type is summative in that its task is judging the merit of the

program. Stake believes that evaluations should be more formal and deliberate and poses five questions for educators/evaluators to answer before proceeding to evaluate. The questions are:

1. Is the evaluation primarily descriptive, judgmental or both?
2. Is the evaluation emphasizing antecedent conditions, transactions or outcomes or a combination of them?
3. Will the evaluation look at congruency between intent and occurrence?
4. Will the evaluation use absolute or relative standards and
5. Will the evaluation be formative or summative? (Stake, 1972; p. 50).

Stake's model of evaluation is a conceptualization that in theory is useful because it takes into account a number of educational considerations, but it is less useful as a practical guide to use in developing an evaluation plan. Answering Stake's five questions may well clarify one's responsibilities to evaluation, but will provide little help in what to do to carry out those responsibilities. The model provides little practical assistance in establishing an evaluation plan.

Suchman

Edward A. Suchman conceptualizes the evaluation process as a circular one beginning with and ending with the formation of values. The process is closely related to program planning and

operation, often resulting in conflicts between evaluators and administrators. The process is displayed in Appendix D.

Suchman defines evaluation as the process of judging the worth of an educational activity and advocates evaluation research, a scientific method in applied research, as the method to use in making an evaluation (Suchman, 1967; p. 31). As a scientific method the evaluation research process is objective, systematic and comprehensive. The evaluation research "hypothesis involves the challenge not only to demonstrate that effect B follows the program A, but, also, to 'prove' that effect B was really due to program A" (Suchman, 1967; p. 87). The model is diagrammed in Appendix E.

To test the above hypothesis a valid experimental design is necessary. Three major conditions exist for validity:

1. sampling equivalent experimental and control groups;
2. formulation, isolation and manipulation of the independent variable; and
3. defining and measuring the dependent variable or "criteria of effect".

The indicators or variables selected must be valid, reliable and objective with testing done to insure each. Only after a scientific assessment based on evaluative research techniques is completed can a judgment be made as to whether the educational activity is worthwhile and the value is reaffirmed, reassessed or redefined (Suchman, 1967; pp. 74-131).

An experimental design such as the evaluative research model attempts to prove conclusively that a particular phenomenon exists, and that it was caused by the independent variable. The problem with this model is that in many adult education situations such proof is neither necessary nor feasible. The evaluation purpose may be program improvement or planning and in these situations a less rigorous, less costly and less timely approach may be better. Unless an educator/evaluator has money, time, facilities and trained personnel, this comprehensive evaluation process advocated by Suchman may not be usable, cost-effective or provide the needed flexibility.

Stufflebeam - Phi Delta Kappa National Study Committee on Evaluation

The viewpoint taken by Stufflebeam and the PDK Committee is that evaluation is an extension of the decision-making process. Educational evaluation is a three-step process involving the delineating, obtaining and providing of information for decision-making purposes. Appendix F contains the evaluation design proposed by Stufflebeam.

Stufflebeam, unlike Suchman, sees different methodologies for evaluation and research. The research model can provide only certain kinds of information, while educational activities require many different kinds of information for use in a variety of decision-making situations.

The evaluation methodology presented by Stufflebeam consists of three broad activities -- delineating, obtaining and providing

information -- with nine tasks listed under those three and some sixty to seventy subtasks under the nine tasks. The methodology is comprehensive but complex (Stufflebeam et al., 1971; pp. 139-213).

Four types of decisions exist; planning, structuring, implementing and recycling. Corresponding to these four types of decisions are four types of evaluation:

1. content evaluation to use in planning and determining objectives;
2. input evaluation to use in structuring program designs;
3. process evaluations to use with control operations; and
4. product evaluations to use in judging program results.

An educational program to function properly should utilize all four types of evaluations. Appendix G shows the total evaluation model (Stufflebeam et al., 1971; pp. 215-39).

Stufflebeam and the PDK Committee have developed a comprehensive approach to evaluation by developing a complex evaluation model that is useful with an entire educational system. The model may be less useful and flexible for individual short-term learning situations such as workshops and conferences.

In review, each of the six evaluation models discussed above presented a slightly different approach to the issue of evaluation. The Grotelueschen model provided a practical approach to planning an evaluation by posing eight questions that need to be addressed in conducting an evaluation. The model did not include the issue of criteria and standards, which is important in a comprehensive

evaluation. Steele and Brack's evaluation model consisted of seven activities that were comprehensive and straightforward. Their approach, although practical, is hampered by the definition of evaluation as attainment of objectives. The Tyler model, which discussed evaluation as a process of determining the effectiveness of a curriculum, would appear most appropriate for evaluation of a workshop such as the career renewal program. However, the Tyler model limited evaluation to proof of learning through pre and post-testing. Stake's model viewed evaluation as both descriptive and judgmental activities. The model, although comprehensive, provided no clues on how to make it operational for a specific educational endeavor. Evaluative research was the approach presented by Suchman. This scientific method of applied research demands proof of cause and effect relationships. An evaluation conducted with this model would be objective and comprehensive, but would, also, be costly and time consuming. Finally, Stufflebeam and the PDK Committee proposed a total evaluation model that included context, input, process and product evaluations. This comprehensive model would be best suited to evaluate educational systems not individual educational endeavors.

Selecting an Evaluation Model for the Career Renewal Program

The development and implementation of an evaluation for the career renewal program was constrained by the following factors:

1. limited number of personnel trained in evaluation methodology;

2. limited resources of money, time, personnel and facilities; and
3. an administration that appeared at times fearful and skeptical of the evaluation process.

These constraints demanded that the evaluation model selected met certain criteria -- usability, flexibility, cost-effectiveness and comprehensiveness. The lack of staff with extensive knowledge of evaluation methodology required a model that was simple, understandable and applicable to the needs of the career renewal program. The limited resources available required a model that was cost-effective. Scarce resources did limit the scope of the study, but did not have to limit the quality. Fear and skepticism of evaluation demanded a model that was flexible and could meet the needs of the audiences. These program needs did not require conclusive proof of behavioral change. It also required a model that was comprehensive and could address all the evaluation issues, issues that were more than simply an assessment of performance against the objectives, but assessment of the total worth or selected aspects of the program of interest to the program administrator.

The evaluation to be effective and credible, it had to meet the scientific criteria of validity and objectivity. Reliability was not studied because of the limited scope and time of this research.

Based on the criteria stated above, the Grotelueschen model was selected for use in developing and implementing an evaluation

for the career renewal program. The model appeared practical and extremely usable. It's flexibility allowed for movement back and forth among the issues. The model tailored the scope of the evaluation to the amount of resources available, thereby making it cost-effective. The model allowed for indicators and instruments which could be tested for validity and objectivity.

The Grotelueschen model omitted an important issue. The issue of standards and criteria must be addressed. What are the standards that will be used to judge the value of the evidence? Who should provide the standards? Who should do the judging or valuing?

Grotelueschen viewed the task of drawing conclusions or making recommendations as the responsibility of the evaluator, only if specifically requested by the audience. Otherwise, implications or conclusions are best drawn by the audience requesting the evaluation (Grotelueschen et al., 1974; p. 89). Whether judgment is done by the evaluation specialist as demanded by Michael Scriven or by the administrator and/or staff, it is a necessary part of any evaluation (Scriven, 1972).

The questions of what standards will be used to judge worth, who should set the standards, and who will determine worth must be addressed for any evaluation process to be comprehensive.

The Grotelueschen model with the addition of the question on standards and criteria to make it comprehensive, was selected as the model for use in evaluating the career renewal program.

CHAPTER III

METHODOLOGY: DEVELOPMENT AND IMPLEMENTATION OF THE EVALUATION

The following chapter will discuss the development of an evaluation plan for the career renewal program based on the Grotelueschen model. It will be presented in the following sequence: initial evaluation proposal, the resulting discussions between training administrators and the investigator and the final design decisions. The chapter will end with a brief discussion of the implementation of the evaluation questionnaire.

Development of the Evaluation Plan

The original idea for a program evaluation was presented to the training administrators by the investigator. The idea was approved with the suggestion that the investigator submit an evaluation proposal. The first evaluation proposal submitted consisted of the answers to the first four Grotelueschen questions -- purposes, audiences, issues and resources. Questions of evidence, data-gathering, analysis, criteria and standards and reporting could not be addressed until the purposes, audiences and issues had been conclusively determined.

Evaluation Proposal on Purposes, Audiences, Issues and Resources

The evaluation proposal included four purposes for conducting an evaluation. They are shown in Figure 1.

Figure 1

Proposed Purposes for Conducting the Evaluation

1. Program justification and accountability

Did participants feel it was a valuable experience?

Did participants learn the career renewal process?

Did participants apply the process to their lives?

Did participants increase their job performance/productivity?

2. Program change or improvement

Identify problems or discrepancies in the program -- the
differences between the objectives and the results

Redesign or use alternative methodology

Eliminate the program

3. Guidance for future training policy decisions in the area
of career development

4. Impact of the program on the state employment situation

Employee mobility rate

Employee turnover rate

Employee job expansion/redirection rate

Consideration was given to five potential audiences (groups which have a special interest in the program being evaluated). Those audiences submitted in the proposal for consideration are listed in Figure 2. Also listed in Figure 2 is a projection of each audience's purpose for wanting an evaluation and their issues and concerns that need addressing in the evaluation.

Figure 2

Proposed Audiences Desiring an Evaluation

1. Administrators and Instructors, Training Division, Department of Personnel, State of Minnesota

Purposes	program justification and accountability program change or improvement guide to future training decisions on career development
Issues/Questions	Did participants' career satisfaction increase? Did participants learn and implement the career renewal process? Are participants assuming responsibility for their careers? Did increased career satisfaction lead to increased job performance/productivity?

2. Personnel Administrators, Department of Personnel, State of Minnesota

Purposes	program justification and accountability guidance for future training policy in area of career development impact of the program on the state employ- ment situation
Issues/Questions	Did participants' career satisfaction increase? Did participants' job performance increase? What is the mobility, turnover and job expansion rate of participants?

Figure 2 (continued)

3. Career Renewal Consultants -- Program Developers

Purposes	program justification and accountability impact of program on state employment situation impact on future training policy in the area of career development
Issues/Questions	Did participants' career satisfaction increase? Did participants' job productivity increase? What is the mobility and turnover rate of participants? Did participants learn and implement the career renewal process?

4. Workshop Participants

Purposes	program change or improvement impact on future training policy in the area of career development impact on the program on the state employment situation
Issues/Questions	Did participants' career satisfaction increase? Did participants learn and implement the career renewal process? What is the mobility, turnover and job expansion rate of participants?

Figure 2 (continued)

5. Council on the Economic Status of Women -- the Council applied the original impetus for development of a career planning program

Purposes	program accountability
	program improvement
	guide to future legislative policies regarding career training for women
	impact of the program on female employment statistics
Issues/Questions	What is the mobility, turnover and job expansion rate of female participants?
	Did career satisfaction increase among women participants?
	Did female participants learn and implement the career renewal process?

The evaluation proposal also included an estimate of resources needed -- supplies, personnel and time. Figure 3 contains the estimate of needed resources.

Determination of resources also included deciding who would be responsible for each step of the evaluation. Included in the evaluation proposal was a statement that responsibility for the evaluation design was the investigator's with final approval to be given by the training administrators. Responsibility for evaluation implementation, analysis and reporting was to be shared by the training staff.

Figure 3

Proposed Resources Needed for Conducting an Evaluation

I. TIME

A. Internal - Department of Personnel, State of Minnesota

1. Test Validation Personnel - 20 hours assistance in design and analysis
2. Department of Personnel Computer - 20 hours in computer time
3. Training Administrators - 10 hours in evaluation design and reporting
4. Training Staff - 20 hours in design, implementation, analysis and reporting
5. Investigator - 200 hours in design, implementation, analysis and reporting

B. External Consultants

1. College of Education, University of Minnesota - assistance in evaluation design
2. Career Renewal Consultants - assistance in design

II. SUPPLIES

- A. Paper
- B. Duplication Services
- C. Evaluation Instruments
- D. Evaluation Publications

(No dollar figure was attached to the supplies. It was hoped that the administrators would allot a certain amount.)

Figure 3 (continued)

III. HIDDEN COSTS

- A. No invasion of privacy
- B. No information received without participant permission

Evaluation Proposal Discussions on Audiences, Purposes, Issues
and Resources

Copies of the evaluation proposal were submitted to the training administrators for their review. The discussions that followed between the administrators and the investigator began with consideration of who would have the most concern and interest in an evaluation. The audience needed to be determined before purposes or issues could be settled.

The training administrators felt the Training Division of the Department of Personnel had the greatest concern and interest in conducting an evaluation, and the most legitimate claim since they were providing the necessary resources. Groups such as the Council on the Economic Status of Women, the Human Renewal Associates and the workshop participants would definitely be interested in the evaluation but would, also, have varying concerns and issues.

Once a decision was reached on the main audience, discussion revolved around the purposes for conducting an evaluation. The training administrators were very interested in program justification and accountability and program improvement. Less concern was expressed for how the program impacts the state employment situation or future training policy decisions regarding career

development. These purposes were considered unnecessary and unrealistic given the available resources.

The training administrators were interested in finding answers to several questions that would justify the program and suggest improvements. The questions were:

Did participants implement the career renewal process?

Did participants increase their level of career responsibility, decisiveness, confidence and awareness of career options?

Did participants feel more satisfied in their present job or become more realistic about the possibilities for career satisfaction?

The training administrators felt the questions on knowledge of the career renewal process, increased levels of job performance and rates of turnover, mobility and job expansion were less important to achieving program justification and/or improvement.

The list of resources given in the evaluation proposal were acceptable to the training administrators. However, they were reluctant to provide exact cost figures for supplies as the investigator hoped.

Final Design Decisions on Purposes, Audiences, Issues and Resources

The training administrators decided to eliminate various proposed audiences because of differing informational requirements and limited resources. Also eliminated were the purposes of evaluating to discover impact on state employment situation and to guide future training policy decisions in career development. Figure 4 contains the training administrators' final

decisions regarding purposes, audiences and issues. The resources remained as proposed.

Figure 4

Final Evaluation Audience, Purposes and Issues

I. MAIN AUDIENCE

Administrators and Instructors, Training Division, Department of Personnel, State of Minnesota

II. PURPOSES

- A. Program justification and accountability
- B. Program change or improvement

III. ISSUES

- A. Are participants implementing any part of the career renewal process?
 - 1. Have participants made a decision to make a career change?
 - 2. What actions are planned or taken to implement the change?
 - 3. Are participants planning or making changes in the areas of education, work, leisure?
- B. Are participants more aware of career options available to them?
- C. Are participants assuming more responsibility for their career decisions and future?
- D. Are participants more satisfied in their present career or more realistic about the possibilities for career satisfaction?
- E. Are participants more confident in making career changes?

Evaluation Proposal on Evidence, Data-Gathering and Analysis

Once the issues were decided, the search for evidence began. The search included not only what evidence was to be collected but how and when it was to be collected. Once again the suggestion was made by the training administrators that the investigator submit an evaluation proposal to include the questions of evidence, data-gathering and analysis. Figure 5 lists the evidence needed for consideration of each evaluation issue that was submitted in the evaluation proposal.

Figure 5

Proposed Evidence Needed for Evaluation

<u>Issue</u>	<u>Evidence</u>
Implementation of the career renewal process	Made or planned career changes Action steps taken to implement career change
Increased career satisfaction	Changes in education or leisure activities Increased job satisfaction Increased job performance Improved performance appraisals
Assumption of more career responsibility	More realistic expectations of the role of the State of Minnesota in employee's career future More acceptance of career responsibility More actions taken by participants
Awareness of career options	Knowledge of alternative careers Knowledge of career options available within the State of Minnesota Knowledge of their own personal career goals

Figure 5 (continued)

<u>Issue</u>	<u>Evidence</u>
Confidence in making career changes	Increased levels of confidence in making career changes

Once the evidence was identified, the next step involved examining the method by which it was to be collected and analyzed. The data-gathering and analysis issues as proposed are given in Figure 6.

Figure 6

Proposed Evaluation Data-Gathering and Analysis

	<u>Evidence</u>	<u>Instrument</u>	<u>Data Sources</u>	<u>Timing</u>	<u>Analysis</u>
1.	Made or planned career changes and changes in education or leisure	Career Status Inventory	Participant	3 months after	Quantitative Analysis - Percentage Qualitative Analysis
2.	More acceptance of career responsibility More realistic expectations of the State's role Increased confidence in making career changes	Career Attitude Questionnaire	Participant	Pre Post 3 months after	Correlation Comparison
3.	Increased career satisfaction	Minnesota Satisfaction Questionnaire	Participant	Pre Post 3 months after	Correlation Comparison
4.	Improved job performance/appraisals	Supervisory Survey	Supervisors	3 months after	Qualitative Analysis

The evaluation proposal along with copies of a Career Status Inventory and Career Attitude Questionnaire -- designed for use in the evaluation -- were submitted to the training administrators for their review and discussion.

Evaluation Proposal Discussions on Evidence, Data-Gathering and Analysis

The training administrators accepted the evidence as originally proposed but suggested that the Department of Personnel test validation specialists be called in to consider the data-gathering and analysis proposals.

The test validation personnel were consulted and problems soon developed regarding research versus evaluation. The test validation personnel, oriented to research, desired to prove cause by administering only valid and reliable measuring devices to randomly sampled experimental and control groups. The training administrators concerned with ethical considerations preferred not to withhold training to any employee requesting it. As a compromise, the test validation personnel suggested that an evaluation expert be consulted to design a procedure involving a control group representative of the experimental group, but not denied training.

The training administrators constrained by limited resources and under no departmental pressure to justify the program advocated an evaluation rather than a research approach to the study. They felt "testimonial" evidence about perceptions of career satisfaction, responsibility, decisiveness and confidence could be valid and objective if gotten from a large enough sample. Despite persistent efforts by the test validation specialists,

the training administrators decided on an evaluation approach rather than a research approach.

Final Decisions on Evidence, Data-Gathering and Analysis

The original list of evidences was accepted with the exception of increased job performance and improved performance appraisals. It was decided that limited resources did not allow for the involvement of supervisors in the evaluation process. The decision was made that a questionnaire would be designed to be administered to all participants after program completion. The questionnaire would collect all the evidence listed in Figure 7 and would be analyzed quantitatively by percentages.

Figure 7

Final Design Decisions on Evidence, Data Source and Data-Gathering Technique

<u>Evidence</u>	<u>Data Source</u>	<u>Data-Gathering Technique</u>
1. Career changes planned or made in the areas of work, education and/or leisure	Participant	Questionnaire
2. Changed attitude toward who is responsible for career mobility and career changes	"	"
3. Increased career satisfaction	"	"
4. Increased confidence in making career changes	"	"
5. Knowledge of career options available	"	"

Instrument Construction

An evaluation instrument was prepared to collect evidence on the issues of career decision-making, responsibility, satisfaction, confidence and awareness of career option. The questionnaire underwent three drafts before agreement was reached by the training administrators, program instructors and University of Minnesota Adult Education faculty member, that the questions would measure that which was to be measured (face validity). Some of the questions were descriptive, asking for description of outcomes and impact; others judgmental, seeking judgmental data on the value of the program. The questionnaire was pre-tested with ten participants of a career renewal pilot program. The pre-test resulted in changes in questionnaire wording, sentence structure and number of **possible responses**. It was decided that the scope of this paper and the nature of the evaluation did not require tests of reliability over time or between observers, although this may be done in the future.

After the pre-test the revised version, together with a statement of oral presentation informing prospective participants of their right of voluntary participation, was submitted to the University of Minnesota's Committee on the Use of Human Subjects in Research. The Committee approved the questionnaire suggesting one change in the oral presentation. The change was made and a copy of the instrument, oral presentation and letter of Committee approval can be found in Appendix H.

Evaluation Proposal on Criteria and Standards

Once the questionnaire was completed, the investigator submitted a proposal on what criteria and standards would be used to judge the value of the program. Figure 8 contains the proposal for criteria and standards.

Figure 8

Proposed Evaluation Criteria and Standards

<u>Criteria</u>	<u>Standards</u>
1. Increased career satisfaction after career renewal workshop participation	75 percent of the participants would feel increased career satisfaction (Question 14)
2. Increased career decisiveness after career renewal workshop participation	75 percent of the participants would feel increased levels of career decisiveness (Questions 6 and 8)
3. Assumption of more responsibility for career decisions and future after career renewal workshop participation	75 percent of the participants would feel increased career responsibility (Questions 9, 10 and 11)
4. Increased confidence in making career changes after career renewal workshop participation	75 percent of the participants would feel more confident in making career changes (Question 13)
5. Planned or actual changes in career	Over 50 percent of the participants will make a career change (Question 2, 3, 4, and 5)
6. Planned or actual changes in education and leisure	Over 50 percent of the participants will make a change in their education/leisure activities (Question 7)
7. Increased awareness of career options after workshop participation	75 percent of the participants would feel more awareness of career options (Question 12)

The investigator submitted the proposed criteria and standards to the training administrators along with the recommendation that judgment of the program worth would be best made by them.

Evaluation Proposal Discussions on Criteria and Standards

The training administrators disagreed with both the criteria and standards suggested. The criteria of increased career satisfaction and planned or actual changes were not considered satisfactory to judge program worth or value. The training administrators felt that the workshop could be successful for participants without career satisfaction immediately increasing or without a decision to change. The criteria of increased career decisiveness, responsibility, confidence and awareness of career options were accepted but with revisions made in the standards. The training administrators felt that if 50 percent of the participants increased their level on the criterion, that would indicate program success.

The recommendation that the judgment of worth be made by the training administrators was accepted.

Final Decision on Criteria and Standards

To comply with the training administrators' suggestions regarding criteria and standards, increased career satisfaction and planned or actual career changes were removed as criteria, and the remaining were converted to 50 percent. Figure 9 lists the final criteria and standards chosen.

Figure 9

Final Evaluation Criteria and Standards

<u>Criteria</u>	<u>Standards</u>
1. Increased career decisiveness after career renewal workshop participation	50 percent of the participants would feel increased career decisiveness (Question 14)
2. Assumption of more responsibility for career decisions and future after career renewal workshop participation	50 percent of the participants would feel increased career responsibility (Questions 6 and 8)
3. Increased confidence in making career changes after career renewal workshop participation	50 percent of the participants would feel more confident in making career changes (Question 13)
4. Increased awareness of career options after career renewal workshop participation	50 percent of the participants would be more aware of career options available to them (Question 12)

Reporting -- Proposal and Final Decision

A proposal was made by the investigator and accepted by the training administrators that the data would be reported orally every six months to the training administrators and program instructors. At that time the data will be reviewed for program improvements and changes. After a period of a year, a written report containing the data analysis, findings and conclusions will be prepared by a designated training staff member. The report will be reviewed by the training administrator for a judgment of program worth and necessary program recommendations.

With final decisions made on the issues of purposes, audiences, issues, resources, evidence, data-gathering, analysis, criteria and standards and reporting, the evaluation plan was completed and ready for implementation. Implementation as mentioned earlier would be conducted by members of the training staff.

Implementation of the Evaluation Questionnaire

The questionnaire was administered to forty-one participants of three career renewal programs in late December, 1978. The questionnaires were given on the last day of the course with refusal to participate in no way affecting course participation or future relations with any state agency. All forty-one participants (100 percent) completed usable questionnaires.

The results were hand tabulated with cross-comparisons made among some responses. Percentages were computed and rounded off to the nearest number for reporting purposes. The next chapter includes an analysis and interpretation of the findings.

CHAPTER IV

ANALYSIS OF THE DATA OBTAINED FROM THE EVALUATION INSTRUMENT

The following chapter contains an analysis of the data received from the career renewal workshop questionnaire administered in late December, 1978. The analysis will be presented in six sections, each corresponding to an evaluation issue. The six sections are: satisfaction with career situation, level of decision-making, implementation of the career renewal process, assumption of career responsibility, confidence in making career changes and awareness of career options.

The questionnaire was administered to forty-one participants of three career renewal programs. All forty-one completed usable questionnaires. Table 1 categorizes the participants by sex, marital status and age.

Table 1
Evaluation Participants by Sex, Age and Marital Status (N=41)

Sex	Female				Male	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	30	(73%)			11	(27%)
Marital Status	Single		Married		Divorced	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	14	(34%)	16	(39%)	8	(20%)
Age	Widowed		18-29		30-39	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	3	(7%)	16	(39%)	8	(20%)
	50-59		40-49		Not Reporting	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
	4	(10%)	8	(20%)	5	(12%)

The typical participant was female, non-married, and under fifty years of age.

Satisfaction with Career Situation

Participants were asked to rate their level of satisfaction with their present career situation (see Table 2). Approximately 37 percent responded affirmatively, 49 percent negatively and 12 percent were undecided.

Table 2

Participant Satisfaction with Present Career Situation (N=41)

Statement	Strongly Agree	Agree		Undecided		Disagree	Strongly Disagree	No Answer
	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>	<u>N</u> <u>%</u>
I am satisfied with my present career situation.	0	15 (37%)	5 (12%)	15 (37%)	5 (12%)	1	(2%)	

The percentage of the respondents who stated that they were more satisfied with their career situation since attending the workshop increased to 54 percent, while those who disagreed involved 22 percent and 12 percent were undecided (Table 3).

Table 3
Participant Career Satisfaction after Workshop Participation (N=41)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Answer	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Since attending the Career Renewal Workshop, I am more satisfied with my career situation.	5	(12%)	17	(42%)	5	(12%)	6	(15%)	3	(7%)	5	(12%)

Further analysis comparing those who were satisfied with those who were dissatisfied with their present career situation showed the following results (see Table 4). Those satisfied were less likely to plan a career change (33 percent compared to 75 percent), more satisfied with their career situation after the workshop (73 percent compared to 25 percent), and felt almost as decisive about their career future as the dissatisfieds (67 percent compared to 75 percent).

Table 4
Number and Percentage of Participants Satisfied and Dissatisfied with their Career Situation Responding to Questions on Planning a Career Change, Decisiveness about Career Future and Satisfaction with their Career after Workshop Participation

Statement	Satisfied (N=15)				Dissatisfied (N=20)			
	Yes		No		Yes		No	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
Planning a career change within a year.	5	(33%)	10	(67%)	15	(75%)	5	(25%)
Feel more decided about their career future.	10	(67%)	5	(33%)	15	(75%)	5	(25%)
More satisfied with career since workshop participation.	11	(73%)	4	(27%)	5	(25%)	15	(75%)

The above figures indicated that a greater percentage of participants stated they felt increased levels of career satisfaction after participation in the workshop. The figures, also, seem to indicate that career dissatisfaction was associated with more decisiveness about career future and more specific plans for career change.

Career Decision-Making

Participants were asked to report their level of decidedness about their career future after attendance at the workshop (Table 5). Seventy-three percent felt more decided, 5 percent less and 22 percent were undecided. Responding to the question of how much assistance was the workshop in making their career decision, 76 percent agreed the workshop was helpful and only 7 percent disagreed. A total of more than 70 percent of the participants felt more decided about their career future and felt the workshop assisted them in making their decision.

Table 5
Participants Feelings on Career Decidedness after Workshop Participation (N=41)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Since the Career Renewal Workshop, I am more decided about what I want to do in my career future.	10	(24%)	20	(49%)	9	(22%)	2	(5%)	0		0	
The Career Renewal Workshop assisted me in my career decision.	9	(22%)	22	(54%)	2	(5%)	1	(7%)	0		5	(12%)

Implementation of the Career Renewal Process

Implementation of the career renewal process can be demonstrated by change or plans to change in three areas: education, work and leisure. Participants' response to implementation of the career renewal process indicated that 58 percent planned to make a specific change within the next year, 22 percent were undecided and 20 percent had no plans for a career change. Within the last six months, 12 percent of the participants had made career changes (see Table 6).

Table 6

Career Changes Made or Planned by Workshop Participants (N=41)

Statement	Yes		No		Undecided		No Answer	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
2. I am planning a specific career change within a year.	24	(58%)	8	(20%)	9	(22%)	0	
3. I made a career change within the last six months.	5	(12%)	35	(85%)	0		1	(2%)

Further analysis showed that of the 20 percent not planning a career change, 37 percent or N=3 felt dissatisfaction with their present career situation.

Participants were asked in what job or work-related area was the planned or actual change (Table 7). Seventy-three percent of the participants checked 40 responses. Twenty-eight percent of the responses were in the area of job expansion, 38 percent in an advancement or career promotion, 10 percent in a new environment but using the same root skills and 25 percent in a completely new career field.

Table 7

Number of Participant Responses Concerning Actual or Planned Career Changes (N=40)

Statement	Job Expansion		Change of Environment Same Root Skills		Advancement or Promotion in Career Field		Complete Change of Career		No Response (N=41)	
	N	%	N	%	N	%	N	%	N	%
The career change I planned or made is in the area of:	11	(28%)	4	(10%)	15	(38%)	10	(25%)	11	(27%)

Implementation of the career renewal process involves taking certain steps or actions to pursue the change. Sixty-three percent of the participants checked that they had taken some action toward pursuing a career change and 37 percent indicated no action. Ninety actions were taken with the greatest percentage being discussion of job expansion with supervisor or other agency personnel (17 percent). Table 8 lists the number and percentage of actions in each category.

Table 8

Number of Actions Taken to Pursue Career Change

(N=90)

In pursuing this career change, I have taken the following actions:

<u>Actions</u>	<u>N</u>	<u>%</u>
Discussed job expansion with my supervisor or others in my agency	15	(17%)
Discussed job advancement with my supervisor or others in my agency	13	(14%)
Used support network to explore career and job options	12	(13%)
Applied for or actually enrolled in additional training or education	10	(11%)
Research new career field	8	(9%)
Searched for new job outside state government	7	(8%)
Applied enjoyed skills previously not being used	6	(7%)
Acquired additional needed skills for job expansion	6	(7%)
Explored advancement opportunities outside my agency but within state government	5	(6%)
Others	5	(6%)
Explored using flextime, job-sharing, parttime, etc.	3	(3%)
No actions taken (N=41)	15	(37%)

Since implementation of the career renewal process can also involve changes in the areas of education and leisure, participants were asked what changes they had deliberately made outside and away from the job. Seventy-one percent of the participants made forty-seven responses (Table 9). Of the forty-seven responses, the greatest percentage was found in the area of education, i.e., classes for fun and off-the-job learning and in the area of personal development. Table 9 lists the number and percentage of each category.

Table 9

Number of Changes Taken Outside and Away from the Job
(N=47)

Since the Career Renewal Workshop I have deliberately made career changes outside and away from my job.

<u>Changes</u>	<u>N</u>	<u>%</u>
Education classes for fun or off-the-job learning	11	(23%)
Personal development among issues of health, attitudes, etc.	11	(23%)
New or expanded hobby or leisure activity	8	(17%)
More time spent with family and friends	8	(17%)
New or expanded volunteer activity i.e. community, professional, social service	3	(6%)
Others	3	(6%)
Creative moonlighting - second job	1	(2%)
New social activities, i.e. clubs, associations, etc.	1	(2%)
Travel or vacation	1	(2%)
Move to a new geographic location	0	
No changes made (N=41)	12	(29%)

The number of changes, forty-seven, may have been limited by the time allotted participants for change. The question asked for changes taken place since workshop participation, which was only four weeks from workshop commencement to questionnaire completion.

More than half of workshop participants implemented the career renewal process by either taking action to pursue a work change (63 percent) or making a change in their education or leisure activities (71 percent). Of the participants planning a work change, 66 percent of the changes will involve a job

redefinition, expansion or promotion and will not involve a departure from state employment.

Assuming Responsibility for Career

Participants were asked to respond if they feel any responsibility for their own career decisions. There was unanimous agreement with 71 percent strongly agreeing and 29 percent agreeing (Table 10). When asked to rate if the workshop helped participants feel more responsible for their career future, again, there was unanimous agreement with 58 percent strongly agreeing and 42 percent agreeing (Table 10).

Table 10
Participant Feelings of Career Responsibility (N=41)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Answer	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
I feel I am responsible for my own career decisions.	29	(71%)	12	(29%)	0		0		0		0	
The Career Renewal Workshop has made me feel more responsible for my career future.	24	(58%)	17	(42%)	0		0		0		0	

Another measure of participants' assuming responsibility for their careers was to ask if any obstacles beyond their control prevented them from making desired career changes. Twenty-nine percent agreed that change was hampered by obstacles; 41 percent disagreed and 27 percent were undecided (Table 11).

Table 11

Number of Participants Reporting Obstacles that Prevent Them from Making Desired Career Changes
(N=41)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Answer	
	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>	<u>N</u>	<u>%</u>
I feel that there are obstacles beyond my control that prevent my making career changes I desire.	2	(5%)	10	(24%)	11	(27%)	14	(34%)	3	(7%)	1	(2%)

In cross-tabulating the responses on obstacles with the responses to the two previous career responsibility questions, the investigator discovered that the 29 percent who felt obstacles prevented desired career changes had also felt responsible for their career decisions and that the workshop assisted them in assuming career responsibility.

Confidence in Career Change

When asked if confidence in making career changes had increased since workshop participation, 88 percent agreed, two percent disagreed and 10 percent were undecided (Table 12).

Table 12

Participant Feelings of Confidence in Making Career Changes after Workshop Participation (N=41)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
Since the Career Renewal Workshop, I feel more confident about making career changes.	11	(27%)	25	(61%)	4	(10%)	1	(2%)	0		0	

Awareness of Career Options

Participants were asked if the workshop made them more aware of career options. Eighty percent responded affirmatively and 20 percent were undecided (Table 13). No one disagreed that the workshop assisted them in exploring career options.

Table 13

Participant Awareness of Career Options after Workshop Participation (N=41)

Statement	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		No Answer	
	N	%	N	%	N	%	N	%	N	%	N	%
The Career Renewal Workshop has made me more aware of career options after workshop participation.	10	(24%)	23	(56%)	8	(20%)	0		0		0	

Summary of Findings

Forty-one participants of the career renewal workshops completed evaluation questionnaires at the last workshop session. Approximately one-half (49 percent) expressed career dissatisfaction, and only 37 percent felt satisfaction with their present career situation. After attending the workshop, 54 percent of the participants reported that their career satisfaction had increased. Cross-tabulation revealed that participants who felt more career dissatisfaction were more decided about their career future and had more specific plans for change.

Over 70 percent of the participants felt more decisive about their career future after workshop participation. Also, over 70 percent felt the workshop assisted them in making necessary career decisions.

Implementation of the career renewal process means possible change in the areas of education, work and/or leisure. Fifty-eight

percent of the participants planned a specific career change within a year with over 66 percent of the changes occurring in the area of job expansion, redefinition or promotion -- not involving a departure from state employment. It is not known if the remaining 36 percent of the changes will mean leaving state government. A total of 90 actions were taken to pursue the career change, with the greatest percentage (17 percent) in the area of discussing job expansion with supervisor or other agency personnel. Forty-seven changes in leisure or education were made by 71 percent of the participants. The largest percentage of changes occurred in the area of education i.e., taking classes

for fun (23 percent) and in the area of personal development (23 percent).

Participants unanimously agreed that they both felt responsibility for their career and that the career renewal workshop helped them feel more responsible. However, when asked if obstacles beyond their control kept them from making desired career changes only 41 percent disagreed, while 59 percent either agreed, were undecided or did not report. The question was intended to measure career responsibility but 29 percent who stated they felt responsible for their career also stated they felt obstacles to making desired changes. The phrasing of the question may have caused some difficulty -- the words, "I desire," may have misled participants and will be considered for elimination. It is also possible that the curriculum could be changed to incorporate more discussion of obstacles.

In the two areas of confidence in making career changes and awareness of career options, over 75 percent of the participants felt increases had occurred since workshop participation.

Overall, after participation in the workshop the majority of people felt greater career satisfaction, responsibility, decidedness, confidence and awareness of career options.

Judgment and Implications

The findings were shown to the training administrators after tabulation. Both the administrators and the evaluator compared the results with the established criteria and standards.

The criteria and standards stated that over 50 percent of the participants would feel increased career decisiveness, responsibility, confidence and awareness of career options. The data show that, for all of the criteria except responsibility, the percentages exceeded the 50 percent standard.

The one area of concern is career responsibility. Participants unanimously agreed that they felt the workshop helped them feel more career responsibility. However, only 41 percent agreed that no obstacles prevented them from making desired career changes. The training administrators and the evaluator decided the questions on responsibility would be reviewed and revised before the next questionnaire administration. It was also decided to change the curriculum to cover more discussion on career obstacles -- real and perceived. The instructors will be reviewing the design for improvements in the near future.

Overall the training administrators were pleased with the results of the evaluation. They felt that the responses to the evaluation indicated that the workshop was achieving its purpose and was of value.

CHAPTER V

EVALUATION OF AN EVALUATION

Did the evaluation serve its intended purpose? Was the evaluation a good evaluation? Was the evaluation adequate, appropriate and important? To answer these questions, six criteria that constitute a good evaluation were established. The six criteria chosen were -- validity, objectivity, usability, comprehensiveness, cost-effectiveness, and flexibility. This chapter will review the completed evaluation and determine the value of the Grotelueschen model and the evaluation based on these six criteria.

The task of specifying criteria and defending the specification is not an easy one....Selection of criteria always implies some value system, and values are essentially arbitrary even if not unreasoned. There is no meta criterion or meta theory which determines useful and applicable criteria a priori; thus, there can be no compelling reason (even if there are convincing reasons) for selecting particular criteria... (Stufflebeam et. al., 1971; p. 26).

Stufflebeam gave three categories of criteria which he thought were necessary in any "acceptable" evaluation. The three categories were scientific, practical and prudential criteria.

In any evaluation it is necessary that four scientific criteria be met. An evaluation must be:

1. internally valid or have a close correspondence between the information and the phenomenon it represents;
2. externally valid or representative of and generalizable to some population;
3. reliable or provides consistent information over time; and
4. objective or shows agreement among independent observers.

An evaluation that is scientific is not enough; it, according to Stufflebeam, must be practical. To be practical an evaluation must have:

1. relevance -- collected to serve a certain purpose;
2. importance -- determined by the client and evaluator to involve significant issues;
3. scope -- enough information so the evaluation is relevant, important and purposeful;
4. credibility -- quality of trust or belief in the evaluator;
5. timeliness - provided at a time it is needed and useful; and
6. pervasiveness -- disseminated to all the people who need to know.

The criteria above do not necessarily insure an evaluation that is efficient; therefore Stufflebeam added a final category of prudential criteria which included efficiency or met the

requirements of time, cost and personnel (Stufflebeam et al., 1971; pp. 26-30).

The criteria chosen for this paper included three of the four scientific criteria proposed by Stufflebeam. The remainder of the criteria chosen for this paper (flexibility, usability, comprehensiveness and cost-effectiveness) were similar to Stufflebeam in that they addressed the same questions:

Was the purpose achieved?

Were the issues addressed?

Were the findings timely?

Were the findings reported and communicated to the audience in an understandable and efficient form? and

Was the evaluation appropriate and adequate in relation to time, cost and personnel?

Scientific Criteria

The evaluation conducted on the career renewal program was considered valid. The evaluator, program instructors, training administrators and one University faculty member judged the evaluation instrument as having face validity. External validity was not an issue, since the sample was the intended population -- all participants were tested.

To create objectivity in the evaluation, the questions were worded as clearly and concisely as possible. Suggestions for questionnaire improvement were received from ten participants of a career renewal pilot program who pre-tested the questionnaire. Most questions were stated in a forced-choice manner to insure even greater objectivity.

Reliability was of concern, but the time table for this study did not allow for testing the consistency of information.

Practical Criteria

The evaluation model and operation were determined to be useable both by the evaluator and the training administrators. The questions raised were easily understood by the people involved without extensive research methodology. The model asked practical questions -- what, why, for whom, when, where, how -- questions that the training administrators could readily respond to. The answers to the questions resulted in an evaluation that was considered by the investigator and training administrators to be relevant, important, of sufficient scope, credible, timely, pervasive and efficient.

The criterion of flexibility was another consideration for judging the value of the evaluation model used. In developing the evaluation, a number of conflicts arose between the Department of Personnel's training administrators and the test validation personnel. The conflicts were resolved after numerous discussions, many changes and much time. Changes in one area demanded corrections and adjustments in most of the other areas. The Grotelueschen model allowed for necessary changes to be

made in purposes, audiences, issues, evidence to be collected and data - gathering techniques.

Limited resources were committed to the evaluation effort by the training administrators. Despite limited resources of time, money and personnel, the model allowed the conduct of a quality evaluation. The Grotelueschen model proved cost-effective in using available resources.

The evaluation model to be comprehensive needed to be concerned with more than the eight issues identified in the Grotelueschen model. In order to make decisions using the information that was collected, criteria and standards were needed. The Grotelueschen model did not address three questions regarding criteria and standards:

1. What are the criteria and standards that will be used to judge the value of the educational endeavor?
2. Who should provide the criteria and standards? and
3. Who should be doing the judging?

In this particular study, the standards and judgment were made by both the evaluator and the administrators. Whether the judgment is done by the evaluator, educator/administrator or both, it is a necessary part of any evaluation model. The Grotelueschen model to be considered comprehensive needs an additional step -- determining criteria and standards.

Worth of the Evaluation

In the judgment of the evaluator and the training administrators, the Grotelueschen model was a usable practical guide to conducting an evaluation. The model assisted in designing an evaluation which addressed the issues of career responsibility, decision-making, satisfaction and confidence and, met the purpose of program accountability and program improvement.

The evaluation model used on the career renewal program satisfactorily met the criteria of validity, objectivity, usability, flexibility and cost-effectiveness. In order to be considered comprehensive, the issue of criteria and standards would need to be added to the Grotelueschen model of evaluation.

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

The State of Minnesota's Department of Personnel planned to implement a career planning program for state employees. The training administrators from the Department of Personnel Training Division decided that a systematic evaluation of the effort was needed for program accountability, justification and improvement. To design and implement such an evaluation, six different evaluation models were reviewed for possible use, and the Grotelueschen model was selected. The purpose of this study was to determine the value of the Grotelueschen model in terms of six criteria: usability, comprehensiveness, cost-effectiveness, flexibility, validity and objectivity.

The Grotelueschen model poses eight questions -- purposes, audiences, issues, resources, evidence, data-gathering, analysis and reporting. One additional question on criteria and standards was added to the model. Answers to the nine questions aided in **designing** an evaluation instrument, in gathering the necessary data, in analyzing the results and in making recommendations. A fifteen item questionnaire was administered to forty-one participants in three career renewal training programs in late December, 1978. The questions covered the areas of career decision-making, responsibility, satisfaction, confidence and awareness of career options.

The evaluation findings indicated that the majority of participants felt they had increased their level of career decision-making, responsibility, confidence and awareness of career options after program participation. The findings were interpreted and judged to be an indication of program worth. Suggestions for program change and improvement were also made based on the information generated by the evaluation.

Conclusions

An assessment of the total evaluation -- its goals, design, implementation and results -- found the Grotelueschen model to be usable, flexible, cost-effective, valid and objective. The model was usable in that it provided a practical guide to developing an evaluation. The model posed eight easily understood questions that took into consideration the needs of the career renewal program. Since continual modification occurred throughout the evaluation development, it was essential that the model provided the flexibility to move back and forth between issues. Cost-effectiveness was an important issue as the evaluation effort was implemented with a limited budget. Despite limited resources, the evaluation model provided for a quality product. The evaluation operation conducted was considered valid in that the training administrators, evaluator, program instructors and a University faculty member agreed that it was measuring the phenomenon it represented. Objectivity was achieved by pre-testing and by careful construction of the instrument. The comprehensiveness of the model would improve if the question of criteria and standards

was included. The limits of this study did not allow for reliability to be tested.

The model assisted in developing and implementing an evaluation that measured what was requested. The evaluation fulfilled the purposes of determining worth and making program changes by addressing the necessary issues of career decision-making, responsibility, confidence, satisfaction and options.

Implications and Recommendations

Theory of Evaluation

The Grotelueschen model posed eight practical questions that need addressing in conducting an evaluation. The strength of the model is that it sets the stage for evaluation. It opens up dialogue among administrators, evaluators, educators and whatever audience is interested in the evaluation. It forces negotiations that insure the results will be used for the intended purposes. The model would be more usable and comprehensive if a question on criteria and standards were added -- What criteria and standards will be used to judge the value of the educational endeavor?

Assessing the merit of evaluation efforts (meta-evaluation) holds evaluators accountable for the jobs they do. It is valuable for evaluators to provide evidence that they are doing quality work. The concept of evaluating the evaluation is important to determine if the evaluation is serving the purpose intended. Criteria for a good evaluation must be established and used in measuring the worth of the evaluation effort.

Adult Education Administrators

Administrators of adult education programs conduct few, if any, evaluations of their program offerings. The reason for this could be any of the following:

1. fear of evaluation due to previous misuse of the process by evaluators;
2. lack of knowledge of evaluation methodology and procedures; or
3. failure to realize the importance evaluation plays in the program improvement.

To overcome these barriers it is important that administrators provide support for evaluation and commit resources toward that effort. Adequate resources of time, money, personnel and facilities need to be built into the adult education budget. It is important that adult educators acquire competence in evaluation procedures and overcome the fear of evaluation. Models, such as Grotelueschen's, can be extremely useful and helpful in addressing the evaluation concerns of why, what, for whom, how, when, where and how much.

Consideration must be given to who will conduct the evaluation -- external or internal evaluators -- with the limitations of each realized. External evaluators bring more objectivity and methodology to an evaluation effort, but also require more money and time and with a possibility of less concern for the audience. Internal evaluators are often more subjective, feeling greater commitment and concern for the educational program being evaluated. Internal evaluators may carry less credibility and thereby, may receive less authority to implement the necessary evaluation steps.

Administrators must keep in mind that evaluation and research are different processes. The objective of an evaluation is to determine worth or value of something, while the objective of research is to discover proof of relationships. Pre and post-testing, experimental and control groups and random sampling are only some of the methods for conducting an evaluation. Quality data can be obtained despite limited resources and with various evaluation methodologies. All evaluations result in subjective judgment which can be invaluable for making a variety of decisions about programs in adult education.

Adult education administrators, before choosing an evaluation model, need to determine what it is they want to accomplish with the evaluation. They must establish their criteria for a "good evaluation" and assess the total evaluation effort based on those criteria. An evaluation model to be worthwhile must serve the intended purpose.

Institutions of Higher Education

Institutions of higher education should be encouraged to provide training in evaluation for practitioners in the adult education field on evaluation methodology. These offerings could be on a short-term or long-term basis and cover various techniques and strategies in how to conduct an educational evaluation. Institutions could also provide consulting services to practitioners that:

1. provide technical assistance on how to conduct evaluations;
- and

2. provide actual evaluation services upon request.

The last area where higher education institutions could aid in evaluations is by publishing practical guides or manuals on how to conduct evaluations. These manuals could feature different evaluation models for a variety of different program activity levels. Although some of this is presently being done, i.e., Grotelueschen's Evaluation Planner and Steele and Brack's Evaluating the Attainment of Objectives in Adult Education, a more extensive effort aimed at meeting the needs of the practitioner would be worthwhile.

No matter what the level of program activity, evaluation is a vital part of the educational program process. A commitment must be made by adult educators to incorporate evaluation into their program activities, and to continually assess the merits of their evaluation efforts. Evaluation is a complex process both in theory and in practice but provides the educator with invaluable information to assist in making program decisions.

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APPENDIX A

GROTELUESCHEN'S EVALUATION MODEL

1. PURPOSES: Why should the evaluation be done?
2. AUDIENCES: Who should receive the results of the evaluation?
3. ISSUES: What questions/issues should be studied in the evaluation?
4. RESOURCES: What resources are available to conduct the evaluation?
5. EVIDENCE: What evidence/information should be collected?
Who should provide the evidence/information?
6. DATA-GATHERING: How will the evidence/information be collected?
When will the evidence/information be collected?
7. ANALYSIS: How will the evidence/information be analyzed?
8. REPORTING: How will the evaluation findings be reported?

Source: Grotelueschen, Arden D., et al. An Evaluation Planner.

Urbana, Illinois: University of Illinois at Urbana-Champaign, 1974.

APPENDIX B

STEELE AND BRACK'S EVALUATION ACTIVITIES AND TASKS

Understanding

Establish the purpose of evaluating the attainment of objectives
Define what good quality evaluation is in relation to that purpose.

Determine who is expected to use the results of the evaluation.

Identify what they need to know about the objectives and their attainment and when they need to know it.

Determine the roles of participants, program personnel, administrators, and other relevant individuals and groups in using the results.

Identify the kind of strategy needed to be able to influence others to use the findings.

Establish the function and role of objectives in the educational activity.

Establish the intent, type, and meaning of the objectives.

Determine the source of the objectives.

Determine the extent to which the emphasis is on group attainment of the same objectives or individual attainment of objectives important to the individual.

Determine whether objectives have changed during the course of the program.

Determine the degree of precision appropriate to the quality and role of the objectives.

Specifying

Determine the level, quality and general clarity of the objectives.

Translate the objectives into a list of examinable outcomes which describe when the objectives are met.

Determine whether the objectives are of equal importance. If

not, establish the ordering or weighting system that will be used.

Select the outcomes that will be examined in the evaluation.

Specify the standards that must be met by individuals if an objective is attained.

Specify group standards if they are appropriate.

List outcomes other than those identified in the objectives -- positive and negative -- which might logically be expected from the educational activity.

Describing

Decide on the quality of evidence of results deemed necessary. Secure the appropriate information using approaches suitable to the purpose of the evaluation.

Describe the outcomes that finally occurred from the program, both positive and negative, those expected in the objectives, and other results that occurred.

Describe other factors which could have contributed to the results in conjunction with the educational activity.

Comparing

Periodically compare the results produced with expectations and standards as the educational activity progresses, and monitor progress.

Compare the results at the completion with the objectives and standards.

Compare the results produced with the originating need for the program.

Compare the results produced with results produced by similar programs and by alternative approaches.

Judging

Decide whether the results produced are sufficient to meet the

expectations set in the objectives and standards.

Decide whether any additional positive results that occurred are of sufficient value to trade off for lower attainment of the expected objectives, or whether they are bonuses to the expected results.

Decide whether negative results occurred which are serious enough to over-ride the attainment of the objectives.

Decide whether resources were used efficiently and effectively.

Decide whether the objectives and standards were realistic and appropriate.

Decide whether the educational activity did as well as could realistically be expected under the circumstances within which it was operating.

Valuing

Determine whether the degree of attainment of the objectives and auxiliary results adequately completed the purpose of the program and whether the need for the program was met.

Determine the amount of value to the participants, community and agency that the attainment of the objectives yielded; the amount of harm if objectives were less than attained.

Identify the value of the educational activity in securing the results.

Influencing

Plan and carry out any necessary follow-up related to the educational activity.

Make recommendations, as appropriate, to the participants, programmers, administrators, others doing similar programs, and/or the public.

Implement strategy that will influence the acceptance and implementation of the recommendations.

Add what was learned from the evaluation to understanding of effective programming and evaluation.

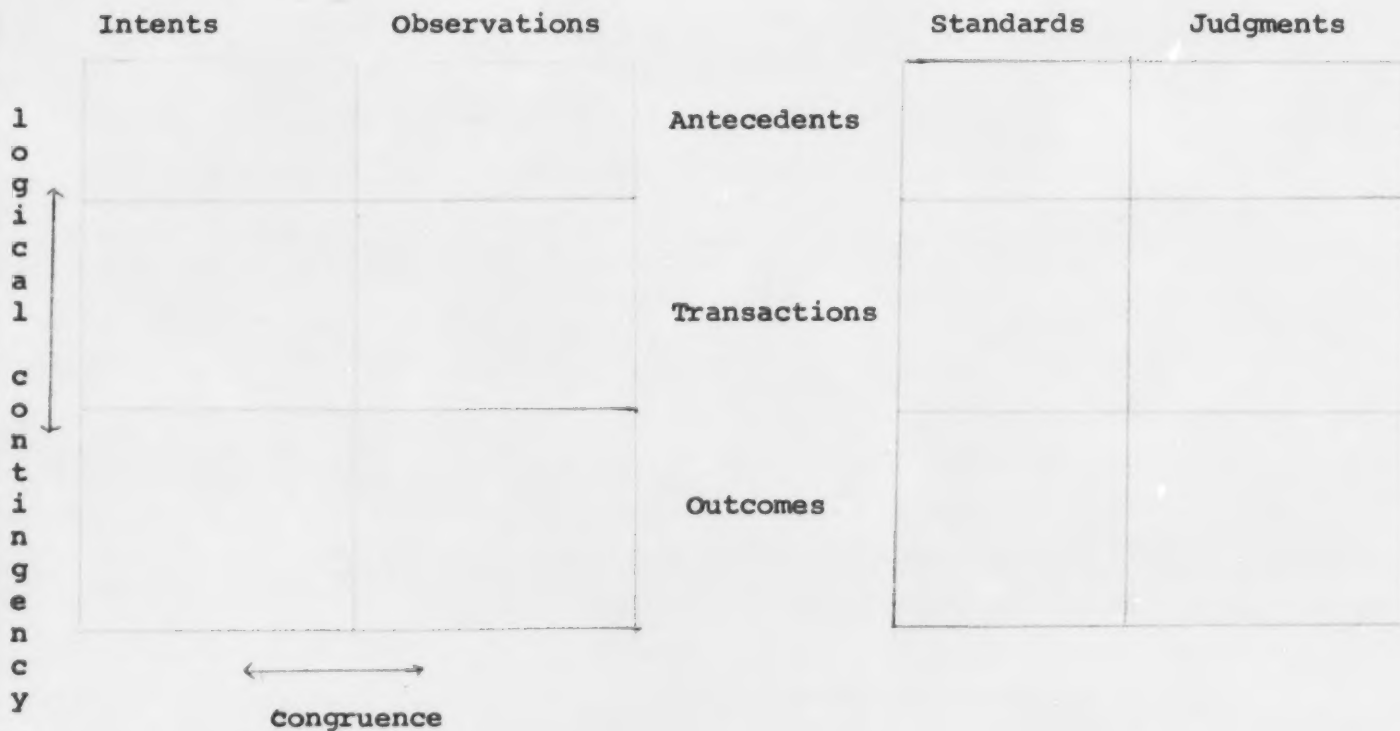
Source: Steele, Sara M., and Robert E. Brack. Evaluating the Attainment of Objectives in Adult Education: Process, Properties, Problems, Prospects. Syracuse: Syracuse University and ERIC Clearinghouse on Adult Education, 1973. pp. 4-7.

APPENDIX C

STAKE'S EVALUATION MODEL

DESCRIPTION MATRIX

JUDGMENT MATRIX



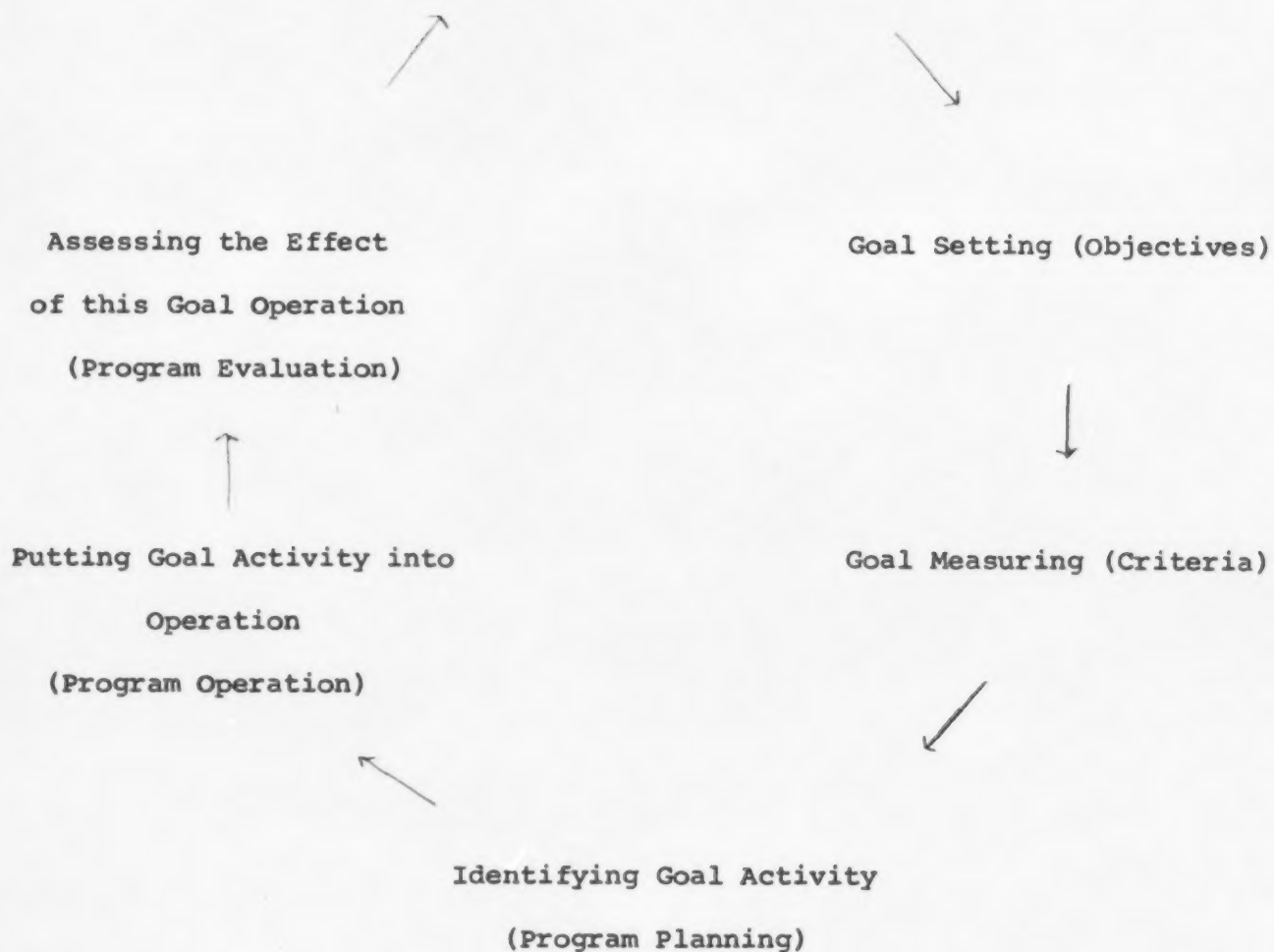
Source: Stake, Robert E. "The Countenance of Educational Evaluation."

In Evaluating Action Programs: Readings in Social Action and Education. Ed. Carol H. Weiss. Boston: Allyn and Bacon, Inc., 1972, p. 38.

APPENDIX D

SUCHMAN'S EVALUATION MODEL

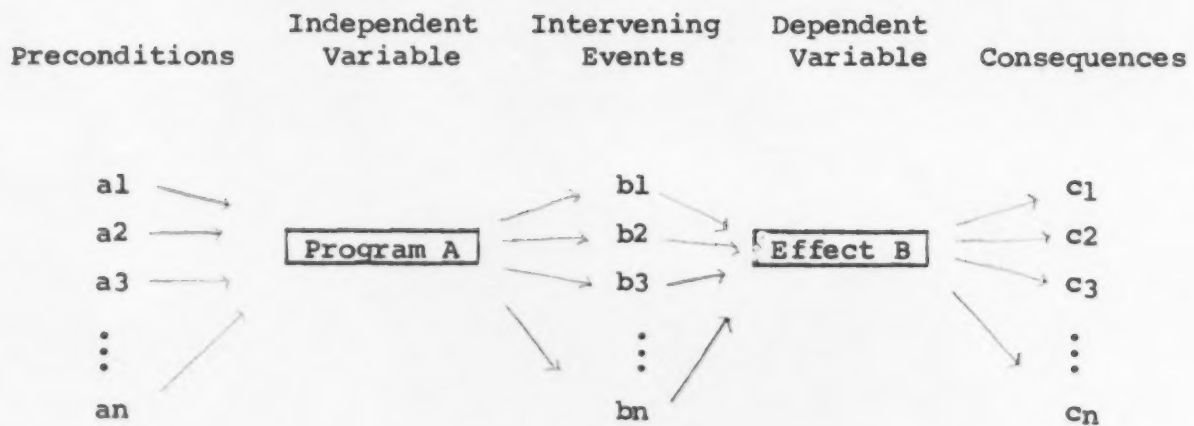
Value Formation



Source: Suchman, Edward A. Evaluative Research. New York: Russell Sage Foundation, 1967, p. 34.

APPENDIX E

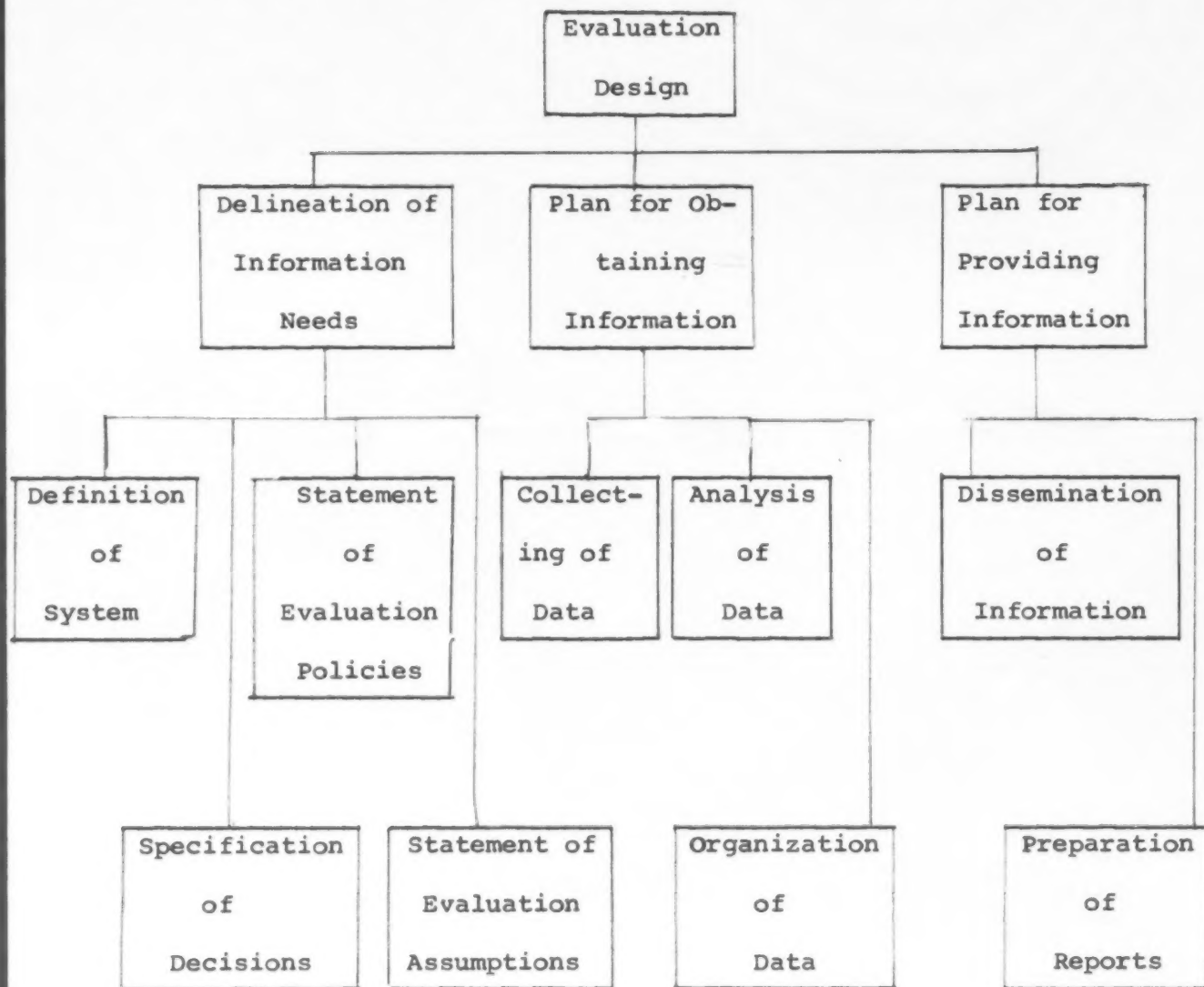
SUCHMAN'S EVALUATIVE RESEARCH DESIGN



Source: Suchman, Edward A. Evaluative Research. New York: Russell Sage Foundation, 1967, p. 84.

APPENDIX F

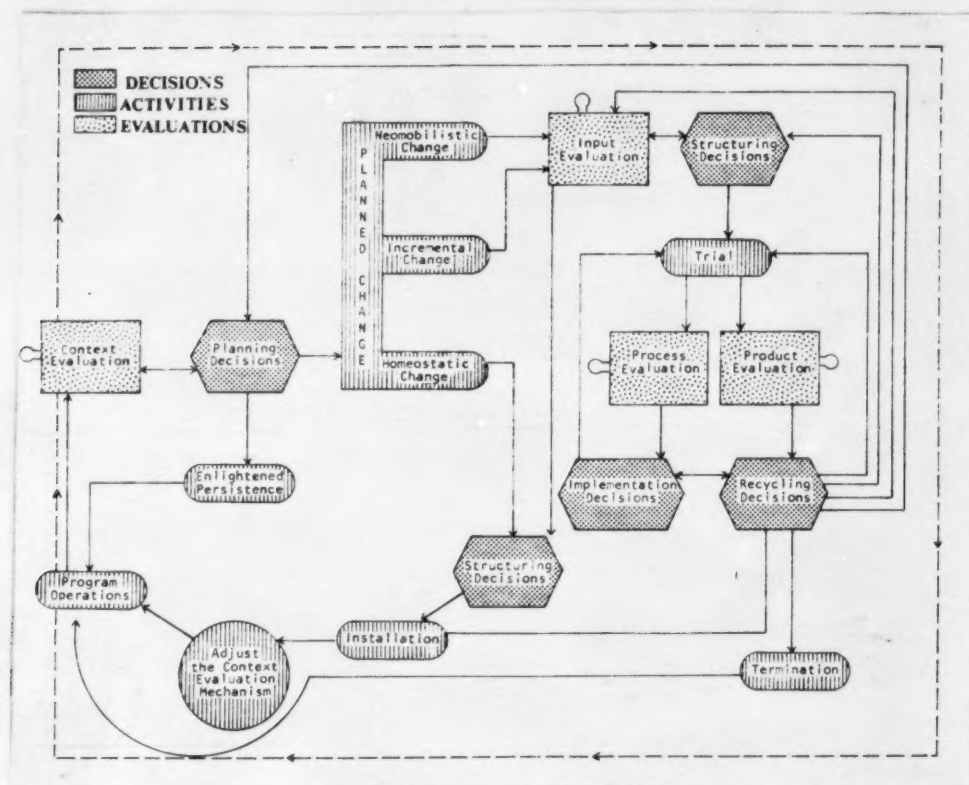
STUFFLEBEAM'S EVALUATION ACTIVITIES, TASKS AND SUB-TASKS



Source: Stufflebeam, Daniel L., et al. Educational Evaluation and Decision-Making. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971, p. 156.

APPENDIX G

STUFFLEBEAM'S TOTAL EVALUATION MODEL



Source: Stufflebeam, Daniel L., et al. Educational Evaluation and Decision-Making. Itasca, Illinois: F. E. Peacock Publishers, Inc., 1971, p. 236.

APPENDIX H

ORAL PRESENTATION AND CONSENT

The Training Division of the Department of Personnel would like to evaluate the effectiveness of this Career Renewal Workshop in achieving its set objectives. The information obtained will be used by the Training Division to make needed program changes and improvements and to provide the justification needed for the continued existence of this training for State employees. The information is, also, be collected for research purposes at the University of Minnesota. Because you registered for this workshop, you are invited to participate in the evaluation. We hope to learn that changes occur in overall employee satisfaction and comfort level in making career changes.

If you decide to participate you will be administered a questionnaire at the completion of the workshop. The questionnaire is 15 questions in length and will take approximately 5 to 10 minutes to complete. The questions cover your feelings about your present career situation and your attitudes toward career change. The questionnaire will be administered in class and will be completely anonymous. The benefit of your participation will be to improve the training for others and to insure its continued existence.

The information obtained from the evaluation will be released in a final report available to any interested agency or state employee. No individual scores will be made available but only overall group responses.

Your decision whether or not to participate in the evaluation will not prejudice your participation in the workshop or your future relations with your agency. If you decide to participate, you are free to discontinue participation at any time without prejudice. If you have any questions, please ask me. If you have additional questions later, please call 296-2380 and talk to either Linda Giesen or Peter Bilben of the Training Division, and we will be happy to answer them.

A copy of this oral presentation is available upon request.

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CAREER RENEWAL QUESTIONNAIRE

PLEASE CHECK THE APPROPRIATE BOXES

SEX: ☐ Male ☐ Female

MARITAL STATUS: ☐ Single ☐ Married ☐ Divorced ☐ Widowed ☐ Separated

NUMBER OF DEPENDENTS: _____

AGE: ☐ 18-29 ☐ 30-39 ☐ 40-49 ☐ 50-59 ☐ 60-65

1. I am satisfied with my present career situation

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

2. I am planning a specific career change within the next year

- ☐ yes
- ☐ no
- ☐ undecided

3. I have made a specific career change within the last six months

- ☐ yes
- ☐ no

If you answer NO to both Question 2 and 3, continue to Question 6

4. The career change I have planned or have made is in the area of:

(check as many boxes as apply)

- ☐ expansion of present job
- ☐ change in environment but use of the same root skills
- ☐ advancement or promotion in my career field
- ☐ complete change of career
- other: Please Specify

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

5. In pursuing this career change, I have taken the following actions

(check as many boxes as apply)

- ☐ discussed job expansion or redirection with my supervisor or others in my agency
- ☐ applied enjoyed skills that were previously not being used
- ☐ discussed job advancement opportunities with my supervisor, personnel staff or others in my agency
- ☐ acquired additional needed skills for job expansion
- ☐ applied for or actually enrolled in additional training or education
- ☐ used support network to explore career and job options
- ☐ explored advancement opportunities outside my agency but within state government
- ☐ searched for new jobs outside state government
- ☐ researched new career fields
- ☐ explored using flextime, job sharing, parttime, etc.
- ☐ others: please specify

6. The Career Renewal Workshop assisted me in making the decision to change my career or a decision that change was not needed now

- ☐ strongly agree
- ☐ agree
- ☐ undecided
- ☐ disagree
- ☐ strongly disagree

7. Since the Career Renewal Workshop, I have deliberately made changes outside and away from my job

(check as many boxes as apply)

- ☐ creative moonlighting - second job
- ☐ new or expanded hobby or leisure activity
- ☐ new or expanded volunteer activity, i.e. community, professional, social service, etc.
- ☐ new social activities, i.e. clubs, associations, etc.
- ☐ education classes for fun or off-the-job learning
- ☐ personal development around issues of health, attitude, etc.
- ☐ move to new geographic location
- ☐ more time spent with my family and friends
- ☐ travel or vacation
- ☐ others: please specify

8. Since the Career Renewal Workshop, I am more decided about what I want to do in my career future

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

9. I feel I am responsible for making my own career decisions

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

10. The Career Renewal Workshop has made me feel more responsible for my career future

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

11. I feel that there are obstacles beyond my control that prevent my making career changes that I desire

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

12. The Career Renewal Workshop has made me more aware of career options

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☒ Strongly Disagree

13. Since the Career Renewal Workshop, I feel more confident about making career changes

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree

14. Since attending the Career Renewal Workshop, I am more satisfied with my career situation

- ☐ Strongly Agree
- ☐ Agree
- ☐ Undecided
- ☐ Disagree
- ☐ Strongly Disagree

15. OPTIONAL: If you have made a change in your career or a rebalance in your life, PLEASE DESCRIBE: _____
